

**CORRELATION BETWEEN STUDENTS' EFFORTS AND THEIR
WRITING ABILITY IN WRITING SUBJECT AT THE FIRST
YEAR OF STATE SENIOR HIGH SCHOOL
(SMA N 1) KAMPAR TIMUR DISTRICT
KAMPAR REGENCY**



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PEKANBARU
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for Getting Bachelor Degree of Education
(S. Pd.)



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ABSTRAK

**SYAHRUL MIFTAH (2011) HUBUNGAN ANTARA USAHA SISWA
DAN KEMAMPUAN MENULIS MEREKA
DALAM PELAJARAN MENULIS PADA
SISWA TAHUN PERTAMA DI SMA N 1
KAMPAR KECAMATAN KAMPAR TIMUR
KABUPATEN KAMPAR**

Menulis adalah salah satu bahasa yang harus di kuasai oleh siswa. Hampir sebahagian siswa susah untuk menulis dan tidak mengerti apa yg di tulisnya. Bedasarkan kurikulum siswa tahun pertama SMAN 1 Kecamatan Kampar Timur, tingkat menulis siswa masih rendah. Jadi, penulis menggunakan penelitian ini.

Penelitian ini adalah sebuah penelitian korelasi. Dalam penelitian ini digunakan dua variable; variable X dan variable Y. Subjek dari penelitian ini adalah siswa tahun pertama di SMAN 1 Kampar sementara objeknya adalah usaha siswa dan kemampuan menulis mereka.

Penelitian ini ditujukan kepada siswa tahun pertama di SMAN 1 Kampar Kecamatan Kampar Timur Kabupaten Kampar. Jumlah keseluruhan populasinya yaitu 123 siswa dan penulis mengambil 43 siswa sebagai sampel melalui teknik random sampling (sampel acak).

Untuk mengumpulkan data, penulis menggunakan tes untuk mengetahui bagaimana usaha siswa dalam menulis dan kemampuan menulis mereka.

Kemudian, untuk menganalisa data itu, penulis menggunakan program SPSS. Hasil yang ditunjukkan bahwa adanya hubungan yang signifikan antara usaha siswa dalam menulis dan kemampuan menulis mereka pada siswa-siswa tahun pertama SMA N 1 Kampar. Hubungan ini tampilkan dengan nilai yang signifikan $r_{xy} = 0.769$ adalah lebih besar dari r_t (5% is 0.468, 1% 0.590.). hal ini berarti adanya hubungan antara kedua variable.

Secara umum, terdapat perbedaan yang signifikan pada usaha siswa dan kemampuan siswa dalam menulis karena adanya penganalisaan data. Sebagai konsekuensinya, hipotesis terakhir (H_a diterima).

ABSTRACT

SYAHRUL MIFTAH (2011) CORRELATION BETWEEN STUDENTS' EFFORTS AND THEIR WRITING ABILITY IN WRITING SUBJECT AT THE FIRST YEAR OF SMA N 1 KAMPAR KAMPAR TIMUR DISTRICT KAMPAR REGENCY

Writing skill is one of the language that should be taught and mastered for the students. Most of the students are difficult to write and do not understand how to write the paragraphs. Based on the preliminary at the first year students of SMAN 1 Kampar Timur Distric, that the students' writing is still low. So, the writer applying this research.

This research is a correlation research. There are two variables used in this research; variable X and variable Y. The subject of this research was the first year students of SMAN 1 Kampar Timur, while the object was students' efforts and their writing ability in writing subject. The research had been conducted to the first year students of SMAN 1 Kampar Timur. The total number of population is 123 students and the writer took 43 students as sample of this research by using random sampling.

To collect the data, the writer used questionnaire and test to know about the students' effort and students' writing ability.

Then to analyze the data, the writer used SPSS for windows. The result shows that there is significant correlation between students' effort and their writing ability at the first year students of SMA N 1 Kampar Timur. This correlation is showed by the significant score $r_{xy} = 0.769$ is bigger than r_t (5% is 0.468, 1% 0.590.). It means there is significant correlation between the two variables.

Generally, there is significant correlation between students' effort and students' writing ability at the first year of SMA N 1 Kampar Timur based on the data analysis, Consequently, the alternative hypothesis (H_a is received).

ملخص

شهر المفتاح (2011) : العلاقة بين محاولة الطلاب وقدرتهم على الكتابة بمادة الكتابة لدى الطلاب في السنة الأولى في المدرسة المتوسطة العالية الحكومية الأولى "كامبار" بمركز كامبار بمنطقة كامبار.

هذا البحث بحث ارتباطي. هذا البحث يتكون من المتغيرين (المتغير X والمتغير Y). وأما فرد هذا البحث فهو الطلاب في السنة الأولى في المدرسة المتوسطة العالية الحكومية الأولى "كامبار" وموضوع هذا البحث محاولة الطلاب وقدرتهم على الكتابة.

وهذا البحث يختص إلى الطلاب في السنة الأولى في المدرسة المتوسطة العالية الحكومية الأولى "كامبار". وعدد مجتمع البحث مائة وثلاثة وعشرون طالبا. ويأخذ الباحث ثلاثة وأربعين طالبا كعينة البحث. وتلك العينة تؤخذ من خلال العينة العشوائية. استخدم الباحث الاختبار في جمع البيانات لمعرفة محاولة الطلاب على الكتابة وقدرتهم على الكتابة.

ثم استخدم الباحث برنامج SPSS لتحليل البيانات. وأما الحاصلة المأخوذة فتدل على أن فيها توجد العلاقة الهامة بين محاولة الطلاب وقدرتهم على الكتابة بمادة الكتابة لدى الطلاب في السنة الأولى في المدرسة المتوسطة العالية الحكومية الأولى "كامبار" بمركز كامبار بمنطقة كامبار. وهذه الحاصلة تظهر من النتيجة الهامة $R_{xy} = 0.769$ أكبر من $t_{rt} (0.590, 1\%, 0.468, 5\%)$. وتلك الحاصلة تدل على أن بين المتغيرين توجد العلاقة. وبعبارة أخرى أن H_a مقبولة. وهذه الحاصلة تدل على أن فيها علاقة خافضة بين محاولة الطلاب وقدرتهم على الكتابة بمادة الكتابة لدى الطلاب في السنة الأولى في المدرسة المتوسطة العالية الحكومية الأولى "كامبار" بمركز كامبار بمنطقة كامبار.

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All Praise and thanks belong to Allah almighty; the lord of the universe who created the heavens and earth, and originated the darkness and the light, who sent down the calmness and tranquility into the hearts of the believers, that they may grow more in faith along with their (present faith). In his willingness, the writer can complete this thesis. Shalawat and gratitude to our prophet Muhammad Peace Be Upon Him, who has brought his followers from the darkness to the lightness.

This thesis is written and intended to submit in partial of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher's Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this thesis is *“Correlation Between Students' Efforts and Their Writing Ability in Writing Subject at the First Year of State Senior High School (SMA N)1 Kampar Kampar Timur District Kampar Regency”*.

The writer realizes that there are some weaknesses on this study and on finishing this study; the writer gets many valuable helps and advices from any people. Therefore, constructive criticism and suggestion are needed very much to improve this thesis, in this occasion, the writer also express this science thanks and deep gratitude to:

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Finally, the writer realizes that this thesis is still far from perfect needs. Therefore, comments, critics, and constructive suggestions are very much appreciated.

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Pekanbaru, Mei 09, 2013

The writer

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CONTENTS

SUPERVISOR APROVAL	i
EXAMINER APROVAL	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
 CHAPTER I INTRODUCTION	
A. The Background	1
B. The Definition of Terms.....	8
C. The Problems	10
D. The Objectives of the Research and The Need for the Study	11
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	13
B. Relevant Research	33
C. The Operational Concept	34
D. The Assumption & Hypothesis	36
 CHAPTER III RESEARCH METHODOLOGY	
A. The Research Design	37
B. Place and Time of the Research	37
C. Subject of the Research	37
D. The Population and Sample	39
E. The Data Collection Technique	40
 CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	
A. The Data Presentation	50
B. Test Normality and Reliability	56
C. Test of Hypothesis	58
D. Hypothesis Examination	61
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	62
B. Suggestion	63
 BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table III.1 The Population and Sample	39
Table III.2 The Categories	41
Table III.3 Interpretasi Koefisien Korelasi Price r	44
Table III.4 The Categories Correlation of Product Moment	48
Table IV.1 Variable X	53
Table IV.2 Variable Y	54
Table IV.3 Test of Validity	55
Table IV.4 Scale Statistic	56
Table IV.5 Normality Test	56
Table IV.6 Case Processing Summary.....	57
Table IV.7 Reability Statistic	57
Table IV.8 Students' Efforts in Writing	58
Table IV.9 Descriptive Statistic	59
Table IV.10 Correlation of Students' Efforts in Writing and Students' Writing Ability	60

LIST OF APPENDIXES

Appendix I	: Students' Efforts in Writing
Appendix II	: Recapitulation of Students' Efforts
Appendix III	: Recapitulaton of Students' Writing Ability
Appendix IV	: Description of Writing Test
Appendix V	: ESL Composition Profile

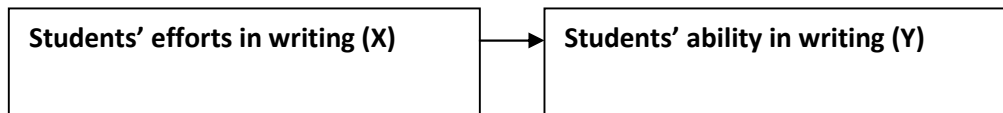
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is the correlation between the two variables. The correlation between student efforts is the independent variable, which symbolized is "X". writing ability is the independent variable, which symbolized "Y".

The following diagram picture is the design of the research:



The variable X refers to the students' efforts in writing, Y variable refers to their writing ability.

B. Location and Time Research

Places of research and data collection is in SMA Negeri 1 Kampar East Village RAMBAI Island. The timing of the study was from February to April 2011 Month.

C. Subject and Object of the Research

A variable is an object that will be observational studies or research objectives, concepts that have a variation of value or anything that is observed. In accordance with the purpose of the study variables in this study There are two variables used in this research, firstly independent variable is students Effort, which is

symbolized by “X”, and dependent variable is writing ability, which is symbolized by “Y”.

The independent variable is a stimulus variable or input that operates either within a person or within environment to affect his behavior. It is a factor which is measured, manipulated, selected by the experimenter to determine its relationship to an observed phenomenon. The dependent variable is to response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated.

The dependent variable is a factor which is observed and measured to determine the effect of the Fundamental of Research Methodology independent variables. It is the variable that will change as a result of variations in the independent variable. It is considered dependent because its value depends upon the value of the independent variable. It represents the consequence of change in the person or situation studied.

D. Population and Sample

1. Population

Riduwan says that "the whole of the population is a characteristic or research unit¹." In accordance with the object under study, then the populations in this study were all first-year students of class X at SMA Negeri 1 Kampar.

TABLE III. 1

The Population and Sample

CLASS	POPULATION
X.1	32
X.2	33
X.3	32
X.4	31
Total	123

Respondents Population Data / Student SMA Negeri 1 Kampar East

2. Sample

Arikunto says that "the sample is a part of the population (or a representative portion of the population studied)². The research sample is a portion of the population is taken as a source of data and can be representative of the population.

¹ Riduwan. *Belajar Mudah Penelitian Guru-Karyawan Peneliti Pemula*. Bandung: Alfabeta. 2004. P . 3.

² Suharimi Arikunto. *Prosedur Penelitian* . Jakarta : PT. Rineka Cipta. P. 117.

Samples were made respondents in this study were part of the population. In determining the sample used random sampling techniques are ways of sampling using a random member of the population regardless of the level of the members of the population as members of the population is considered homogeneous (similar).

E. The Data Collecting Techniques

Data collection is closely linked to the process of filing the hypothesis. For that data collection must be done carefully to avoid errors that may occur. Data collection methods used in completing this study are as follows:

1. Questionnaire

Instrument used in this study were using a questionnaire that is by asking questions, such as those proposed by Babbie in Djudju Sudjana is: "The questionnaire is a data collection tool in writing which contains a list of questions (questions) or declaration (statement) compiled specifically and used for digging and collect the information and / or information as necessary and suitable for analysis ".

Instrument used by the writer is the subject of alternative answers by researchers consisting of four categories and questionnaire questions are positive and negative, for more detail can be seen in the following table:

TABLE III.2**Categories and Questionnaire Questions**

Statements	Category of statman	
	Positif	Negatif
Strongly Agree (SS)	5	1
Agree (S)	4	2
Netral (N)	3	3
Not Agree (TS)	2	4
Strongly not Agree (STS)	1	5

In order for data collection takes place on a regular basis, sistematins, and successful, then the steps taken by investigators in the preparation of the questionnaire (questionnaire) as follow:

- 1) Formulate the objectives to be achieved by an instrument which researchers compiled.
- 2) Setting up the instrument in its entirety.
- 3) Define data sources such as the respondent, the documents required in the research and so on.
- 4) Preparing operator / implementer of data collection (research).
- 5) Conducting systematic data collection in accordance with what has been established.

2. Test

This technique was used to collect data about students' writing ability. It was done by giving the students three topics and then they choose one of them to analyze, and after that they wrote.

F. The Data Analysis Technique

Analysis of data is one very important step in the research activities. With analysis of data will be able to prove the hypothesis and draw conclusions about the problem to be investigated. The test instrument executed after everything associated with drafting instrument completed the study. Something can be said to be good if the instrument is valid and reliable instrument. To learn an instrument is valid can be determined by assuming that each item in the instrument has been described all of the indicators that have been set.

Reliability tests are intended to determine whether the instrument being used is really reliable (reliable). Reliable show an understanding that the instrument is used as a reliable tool that can reveal the data of the studied variables appropriately when measured in a different time, it means the ability to use measuring instruments capable of measuring the same results. Tests conducted at SMA Negeri 1 Kampar east.

Test validity in principle, validity (validity) means a measure of the degree of reliability or validity of a measuring instrument. If the instrument as valid means showing a measuring instrument used to obtain valid data is valid so that means the instrument can be used to measure what should be measured³.

The purpose of validity testing is to hold a selection of items the statement, so it will know which items are retained, modified or removed. The technique used to determine the grain analysis is to look for correlations between the scores of each item to the total score.

The formula can be used is that proposed by Pearson correlation formula known as the Pearson Product Moment, Riduwan & Sunarto (2007:80) as follows:

$$r_{xy} = \frac{n\sqrt{n(\sum XY) - (\sum X)(\sum Y)}}{\sqrt{\{n.\sum X^2 - (\sum X)^2\}\{n.\sum Y^2 - (\sum Y)^2\}}} \dots\dots\dots (1)$$

Description:

rx_y: The correlation coefficient between the variables X and Y, the two variables are correlated

X: Score in the distribution of the variable X

Y: Score in the distribution of the variable Y

n: Number of pairs of scores x and score y (many subjects).

³ Arikunto, *Op.Cit.* P .63

Pearson Product Moment Correlation denoted (r) provided the value of r is not over priced ($-1 \leq r \leq +1$). If the value of $r = -1$ means a perfect negative correlation; $r = 0$ means no correlation, and $r = 1$ means the correlation is very strong. If $r_{xy} = 0.334$ the correlation coefficient is valid. While the meaning of the price will be converted to a table r value following interpretation following table is :

TABLE III.3
Interprestasi Koefisien Korelasi price r

Limitation	Category
0,80 - 1,000	Very Strong
0,60 - 0,799	Strong
0,40 - 0,599	Half strong
0,20 - 0,399	Low
0,00 - 0,199	Very Low

Test the validity of the instrument which aims to get a really valid, which can measure what you want to measure. And analysis begins by examining the items carried per item problem. Test the validity of the instrument using the SPSS program (statistic product service solution) version 16:00.

Reliability test is simple, reliability (reliability) means it survives or trustworthy. An evaluation instrument is considered reliable (reliable) or survives, if it has the consistency or regularity results. Instrument reliability testing conducted to determine the reliability of the questionnaire / poll. Questionnaire can be said to be reliable if the questionnaire is consistent if it is used to measure the concept of the other conditions (reliable).

A test can be said to have a high level of reliability if the test can provide results that remain and can be calculated with a coefficient of reliability. To determine the reliability of the entire test must be used Spearman-Brown formula (Suharsimi, Arikunto 2009:93) as follows:

$$r_{11} = \frac{2r_{\frac{1}{2}/\frac{1}{2}}}{\left(1 + r_{\frac{1}{2}/\frac{1}{2}}\right)} \dots\dots\dots (2)$$

Dimana:

r_{11} : Koefisien reliabilitas yang telah disesuaikan

$r_{\frac{1}{2}/\frac{1}{2}}$: Koefisien antar skor-skor setiap belahan tes

Price of $r_{\frac{1}{2}/\frac{1}{2}}$ can be determined by using the Pearson product moment correlation formula. Interpretation of the degree of reliability of a test by Arikunto is as follows:

TABLE III.4**Item about the Reability Category**

Limitation	Category
$0,80 < r_{11} \quad 1,00$	Very high
$0,60 < r_{11} \quad 0,80$	High
$0,40 < r_{11} \quad 0,60$	Enough
$0,20 < r_{11} \quad 0,40$	Low
$0,00 < r_{xy} \quad 0,20$	Very Low

To simplify the calculation of reliability analysis performed with SPSS (statistic product service solution) version 16.00. Based on known data analysis reliability 0.907 level is at $0.80 < R_{11} \quad 1.00$ were high mean levels of grain question were high.

The data will be analyzed by using correlation. The writer will use product moment as the formula, because there are two variables that will be correlated. The first variable is independent variable (X) and the second variable is dependent variable (Y). The data will be analyzed by using correlation. The following tables are presented the data of two variables (X and Y) with 22 respondents of this study. It is analyzed by using Product Moment Coefficient Correlation (r) Technique by Hartono.

The formula is as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{\{\sum x^2\}\{\sum y^2\}}}$$

Description:

r = Coefficient correlation Pearson-product moment

n = The number of the subjects

x = The result of multiple choice test relate to students' ability in using connectors

y = The scores of the students' writing performance through making a paragraph

x = The sum of x score

y = The sum of y score

xy = The sum of the x and y score

TABLE III.5**THE CATEGORIES CORRELATION OF PRODUCT MOMENT**

R_{xy}	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables
0.200 – 0.400	There is a low correlation between the two variables
0.400 – 0.700	There is a moderate correlation between the two variables
0.700 – 0.900	There is a high correlation between the two variables
0.900 – 1.000	There is a very high correlation between the two variables

Hartono (2004:78)

According to Hartono there are three ways to obtain the correlation between two variables are⁴:

The r-table is employed to see whether or not there is a significant correlation between students' ability in using connectors and their writing performance. The

⁴ Hartono., *Statistik Untuk penelitian*. Yogyakarta: Pustaka Pelajar Offset. 2004

obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' ability in using connectors and their writing performance.
- b. H_0 is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' ability in using connectors and their writing performance.

CHAPTER I

INTRODUCTION

A. Background

Talk about the language, there may be much argument and many ideas. Language is an important thing in communication, there are many functions of language that one of them is when speak to other people, of course use a language. On the other hand, if they will have difficulties they do not know about the language. Languages are usually not spoken in exactly the same way from one part of country to the others¹. In addition, Brown stated language is complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to proceed information or behave intelligently². It means that language has an important role in intellectual development and students' emotion. It is a key to achieve a success in learning all subjects of study.

While speakers of English have never seriously adopted patois as a term used in description of language, they have tried to employ both language and dialect in a number of conflicting sentences³. Indonesian students need to master

¹Richards, Jack C., et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Longman Group UK Limited. 1999. P. 197

²Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Fransisco : Addison Wesley Longman, Inc. 2000. P. 7

³Wardough, Ronald. *An Introduction to Sociolinguistics*. Lackwell Publisher. 1998. P.

an international language English in order to be able to communicate with other people from other countries.

They need to learn English as a foreign language. In a fact, learning English is not an easy matter. Most of them face difficulties in mastering English because it is not their mother tongue and there is no much exposure in Indonesia to help them maintain the language.

Dealing with the language skills, Paulston and Bruder; in Syafi'i said also point out in the some tones that, the last of the four language skills of listening, speaking, reading and writing⁴. Language skills also consist of receptive and productive skills. Listening and reading are part of the receptive skills. While, speaking and writing are the productive skills. Writing is one of the productive skills, listening is the first, then followed by speaking, and continued with reading and finally the writing. Besides listening, speaking, and reading, writing is one of the important skills in learning a language. In addition, Reid also stated that writing involves a complex group of skill, and the teaching of writing is a complex process⁵. It means that writing can be used to deliver idea, thought, and feeling in order to be complicated production skill.

Writing is a process to transfer ideas or thought into a written language. It is a way of thinking and learning, in which it gives the writer science in practice to explore his ideas or information. In addition, it can also be used to convey the

⁴M. Syafii S, *From Paragraphs to A Research Report: A Writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.2007. P. 113

⁵Reid, Joy M. *Teaching ESL Writing*. New Jersey: Prentice Hall Regents.1993. P. 226

ideas, messages, feelings and many others. In spite of as a part of the language skills, writing is importantly considered learning a long with important elements such as; grammar and structure, punctuation, spelling, etc. All of the elements are valuable to improve the skill of students in writing. Therefore, writing is the most importantly considered skill to be taught in the teaching of English.

Writing particularly, for academic purpose is not an early work. It takes time to study and practice to develop skill⁶. Writing is also difficult whether it is paragraph or essay writing. As noted by Langan, writing is treated as a process⁷. Related to the statement above, Oshima & Hogue in Syafi'i also argued that writing is not a spontaneous product⁸.

Writing skill involves the way to write a paragraph or essay to express ideas that come from our mind it means it is difficult to be a good writer. According to Geoffrey Chaucer 1983 in Hughey, Jane B. et. al in such a setting, the lines between teacher and learner are not arbitrarily defined. Both participants take responsibility for their endeavors, such a setting leads to increase creativity⁹.

In linguistic factor, speech has a higher tolerance for repetition of a phrase or a sentence than writing. It also allows using informal and abbreviated forms and construction, which are almost uttered spontaneously. In writing, the writers

⁶ M Syafi'i S, *Op.Cit.*, P. 6

⁷ Langan, John. *College Writing Skills, with Readings*: International Edition. New York: McGraw-Hill. 1986. P. xiv

⁸ M Syafi'i S, *Loc.Cit.*

⁹ Hughey, Jane B. *Teaching ESL Composition Principles and Techniques*. City : Newbury House Publishers. 1983. P. 42

construct the statement more carefully, concisely, and coherently to ensure the clear meaning.

In cognitive factors, speech can be required and produced rapidly. Speech develops naturally and early in our first language. People acquire oral skills seemingly without effort. On the other hand, writing is usually learned through formal instruction rather than acquisition. The writer must know and use orthographic forms, lexis, syntax, and morphemes.

Furthermore, writing in English is not a simple activity because when one is writing, at least he / she should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric as a means of communicative aspects of writing in English. When the researcher noticed down the students' writing performance, especially for EFL classes, the researcher still found varieties of intricacies, still encountered by EFL student, not only on the aspect of rhetorical pattern of English but also the aspect of English grammatical competence. Syafi'i said: all of the research paper should be very concerned with many aspects of scientific writing-understanding, the writing purpose, knowing the audience, having ability in writing (the standard written English), understanding research problems, owning the knowledge on research training, and knowing how to quoting ideas from different sources (citing and reverencing skill)"¹⁰.

Writing is produced by student within school curricular context scientifically. It has been noted that writing is based on the curricular context in

¹⁰ M Syafi'i S., *Op.Cit.* P. 1

which it is scientific and empirical, regarded as the way of collage student life. The students' efforts mean using all strength and physical energy or mental energy to increase their listening skill to be better. In mastering writing skill, we need many efforts because it requires a conscious mental effort that combines among complex skills.

SMAN I Kampar is one of the senior high schools in Riau Province, especially at this school, English is also taught as one of the subjects which tested in UN. Writing skill is one of the language that should be taught and mastered in this school. Besides, teacher asks the students to write some paragraphs, English in reality, most of the students are difficult to write and do not understand how to write the paragraphs well.

In SMAN I Kampar, teaching English has the time allocation before the teacher teaches English. For example in class X semester 1 has time 4x 17 a week. In this semester, there are 12 of Basic Competention; 4 listening, 4 speaking, 2 reading and 2 writing.

Hornby said communicates effort is trying hard, use of strength and energy to do something¹¹. So, Effort is something done by the student to reach a good result in learning. It means that the student should have an effort to improve their English course especially in improving writing skills.

Furthermore, teaching and learning process also have important role in improving the quality of education. Besides teacher as a component of education at senior high school that has skill in classroom, the students must have good skill

¹¹ Hornby , *Op.Cit.* P. 277

in learning English especially in writing because they have learned it when they are at school. We know that not all of the students are able to understand this subject, because it is need full concentration and attention, so the students should have some efforts to improve their writing skills.

Therefore, the government includes writing in the curriculum 2010 of Elementary School, Junior, Senior High School, and University. Especially, for the students of SMAN I Kampar and based on National Guideline of the 2010 Curriculum of Senior High School, they have been taught how to write a paragraph, more or less than ten sentences to become a paragraph. And then the students can identify the texts and essays¹².

Frequently, most of the students are problematic in developing a title in paragraph. Most of them get difficulties to write sentences because they do not know how to develop a title given. On the other hand, they do not have an easy technique in writing. An effective technique of writing should be used to stimulate the students' interest and to enrich their vocabularies, so that the goal of Learning English in Indonesia can be reached. It is difficult task for students. However, there are some techniques in writing that may increase the learners' motivation, so that they will pay more attention to the topics being taught.

Based on the description above, it is clear that there are many students that encounter problems in the classroom activities. Even though student of SMAN I Kampar have studied English at least, six years at their elementary school and six

¹²KTSP SMA Negeri 1 Kampar tahun 2010

years at junior high school. However, their proficiency in writing English is still very far from the expectation. In short, the difficulties can be depicted as follows:

1. Some of the students are confused to generate ideas to make paragraph
2. Some of the students are afraid of making mistakes if they write English
3. Some of the students are lack of effort to improve writing skills
4. Some of the students have low score in writing subject
5. Some of the students have many vocabularies but they can not apply them into written form.
6. Some of the students have many vocabularies but they do not know part of speech in English.

Based on the phenomena mentioned above, the writer is interested in carrying out a research entitled, **"Correlation between Students' Efforts and Their Writing Ability in Writing Subject at the First Year of State Senior High School (SMA N) 1 Kampar"**.

B. Definition of the Term

To avoid misunderstanding and misinterpretation, the writer defines the terms used as follows:

1. Correlation

Hornby stated “correlation is mutual relationship”. Correlation in this paper; studying with effort to find a relationship between independent variable (students’ efforts in writing) and dependent variable (students’ ability)¹³.

Correlation in this research shows the relationship between two variables. With the close relationship between two variable is expected to enhance students’ writing skill.

2. Student

The student is a person who is studying for a diploma degree, at a university or some other places of higher education or technical training¹⁴.

Students in this study who are conducting education in SMA N 1 Kampar Timur who got special treatment as a research object.

3. Effort’s

Efforts are implementation – that which actually take place in classroom. It is a particular trick strategy, or contrivance used to accomplish an immediate objective. Effort is the use of the physical strength or power of the mind: trying hard with main or body, the

¹³ Hornby, *Op.cit.* P. 192

¹⁴ *Ibid.*

attempt of using all one's power and something made or done as the result of trying¹⁵ in this research the effort is the students' physical strength or power in writing class.

4. Writing

Hornby states that writing can be defined as the activity or occupation of writing or the printed words, example book or essay. Writing is the skill that improves students' language and also simulates the students' cognitive ability in learning writing, beneficial for the students who learn it, so writing means more than mere transcription of speech¹⁶.

The habit of the writing can provide a deeper understanding of the learning material. The more students write the more they have knowledge to be gained.

5. Students' ability

Students' ability is a capacity or power of the students in mastering their subject matter¹⁷. It means the students' achievement. The ability of the students in this research was to measure the extent of students' understanding of the subject. Measuring the ability of the students in the final grades after experiencing the process learning in the class.

¹⁵ Hornby, *Op.cit.*.P. 326.

¹⁶ Dewi Suyanti. Correlation between Students' Interest and Their Achievement in Writing at the Second Year Students of English Education of State Islamic University Sultan Syarif Kasim (UIN SUSKA) Riau. Unpublished Thesis. Pekanbaru : Unpublished , 2005.

¹⁷ Hornby. *Op.Cit.* P. 2

C. Problem

1. Identification of the Problems

Based on the description above and the phenomena on the difficulties and intricacies encountered by the students, thus, the problems of this research are identified in the following identifications:

- a. How many students are still confused to generate ideas to make paragraphs?
- b. How many students are still afraid to making mistakes when they writing English composition?
- c. What factors make influence the students lack of effort to improve writing skill?
- d. What factors influence the students have low score in writing subject?
- e. What are factors make the students incapable of applying many vocabularies into written language?
- f. What factors make the students in capable of knowing the part of speech in English?

2. Limitation of the Problems

It is too broad to investigate the problems in this research therefore, the writer limits the problems into:

- a. Students' ability to write in English at the first year of state senior high school (SMAN) 1 Kampar.
- b. Students' effort to write in English at the first year of state senior high school (SMAN) 1 Kampar.
- c. The significant correlation between students' efforts and their writing ability in writing subject at the first year of state senior high school (SMAN) 1 Kampar.

3. Formulation of the Problems

Based on the limitation of the problem above, the problems are formulated as follows:

- A. How is students' effort to write in English at the first year of state senior high school (SMAN) 1 Kampar?
- B. How is students' ability in writing English at the first year of state senior high school (SMAN) 1 Kampar?
- C. Is there any significant correlation between students' effort and their ability in writing English at the first year senior high school (SMAN) 1 Kampar.

D. Objectives of the Research

Based on the problem formulated above, the general objectives of this research are :

1. To find out the correlation students' effort to write in English.
2. To find out the correlation students' ability in writing English.
3. To find out the significant correlation between students' effort and their writing ability in writing subject.
4. To identify the factors that may influence students' writing ability in order to improve their ability to write in English.

E. Need for the Study

By doing this research, the writer expects:

1. To provide some information for writing teacher concerning with the students' efforts in writing
2. To give information to the students, so that they will increase their ability in writing
3. To help the writer to enlarge his knowledge about writing

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Writing

a. The Natural of the Writing

According to Jacob; the thinking of language ability is term of one or more of the traditional four skills or modes of communication speaking, listening, reading, and writing¹.

Writing is difficult. It is important for us why they think that this skill is had to do. The problem is depending on how to put things down on paper. According to Janet and Ellen, writing needs content and language control. It means that writing is not only about ideas but also linguistic factors.

Therefore, writing is not easy. It needs to study hard and much practice to develop this skill. The writer should have the ability of how to employ the grammatical forms and syntactical patterns of writing in order to make the readers understand about what the writer means. In addition, a writer also has to know to organize or express ideas or thought clearly.

Through writing, they are able to express our ideas, feelings, planning, recommendations, values, and our commitments to the other persons. As a writer,

¹ Author's note, 15 January 2007. This piece was presented as an invited address at the third Second-Language Writing Conference, Purdue University, 12 October 2002. It was published in Paul Kei Matsuda and Tony Silva (Eds.), *Second Language Writing Research: Perspectives on the Process of Knowledge Construction* (Erlbaum, 2005), pp. 105-120. The version here adds Table 8.5, inadvertently omitted from the published piece, and corrects several references to other tables in the text. Internal reference to chapters allude to the Matsuda and Silva volume.

we must be able to make the readers understand about what we want to inform. To create the understanding of the readers is not easy. In doing it, writer has to make the guesses about what the reader will be able to understand, and even about what the readers will want to read. If the writer expresses his/her ideas appropriately.

The readers may give the book or article in disgust before getting far, writing is one of the English language skills. There are four basic language skills, such as; listening, speaking, reading and writing. Besides that, writing also is one of the productive skills. Writing is the act or art of forming letters on paper, wood or other suitable medium to communicate the idea by visible sign. William adds that writing is the act to form (word and sentences) by describing the correct letters or symbol on paper or the materials.

Writing is a powerful tool. It can be used to convey our ideas, messages, feeling and other². Pertaining to the statement above, Hughey said: "through writing we express our feeling, our hopes, dreams, and joys as well as our fears, angers, and frustrations"³. In writing skill, many conventions or rules that have to be followed in order to achieve the standard writing. The skill to express one's idea in written form in a foreign language and to do, so with reasonable accuracy and coherence is a major achievement in writing skill, so the students can be provided with practice in writing which reinforces the language that the students have learned.

²Morris, William. *The American Heritage Dictionary of the English Language*. U.S.A: Houghton Mifflin Company. 1981.

³ Hughey. *Op.Cit.* P. 33.

In addition, producing the finished texts in writing process means that we are involved in complex language at the level of the clause and complexity of lexical density of the written texts.

Writing is very important in academic and professional world. Many people use written language for their necessities, like; students, teacher, employees, manager, directors and so on. They often use written language in their academic or professional activity. Therefore, many people should have the skill in writing to help their necessities. Writing also has relationship with other skill like reading, speaking, and listening. The four skills are used for good communication.

Writing helps the students to think effectively. JB Donald said that in writing the students should have: 1) the satisfactory command of the reading readiness skills. 2) the command of the motor skill needed for producing legible printing, left to the right orientation and the ability to produce shapes which are the buildingblock of English. 3) knowledge that printed into the alphabeth. 4) recognition that be can produces from written form: vowel, and consonant and blends, words and syllables, upper and lower case letter, basic spelling pattern, common sight word, rhyming words, punctuation, phrases, and sentences. 5) the command of the motors skill needed for producing legible cursive writing.

While writing, the students keep their purpose, and think about the fact that they will need to select which one is relevant to their purpose, and think about how to organize those fact in a coherent fashion. Simon & Schuster in Syafi'i, Good writing does not happen overnight. It involves a process says that,

in the 1970s, however, most ESL writing classes still focused on grammatical sentence structure that supported the grammar class⁴.

Therefore, students should have the ability about sentences well. Sentences are the largest unit of grammatical organization within which part of speech (e.g. noun, verbs, and adverbs) and grammatical classes (e.g. word, phrase, and clause) are said to function⁵. Therefore, part of speech is one of the types of word by using in grammar components.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey said there are four the functions and benefits of writing:

- 1) Writing is an essential form of communication
- 2) Writing is for critical thinking and problem solving
- 3) Writing is for self-actualization
- 4) Writing help us control our personal environment⁶.

In addition, Rubbin, in Desi Pitriani said that “writing can be taught of two ways: as a thing, a finished product on a paper, or as an activity, a process that a person goes through⁷. When the students say their writing is good or that it is bad, usually they are talking about their writing products, completed pieces of writing instead of the process it took to produce the writing”.

⁴ M Syafi'i S, *Op.Cit.*.P. 8

⁵ Richards, Jack C., et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Longman Group UK Limited. 1999. P. 330

⁶ Hughey. *Op.Cit.* P. 33

⁷ Desi Fitriyani. A Comparative Study of the Students Interest In Using English And Arabic for Their Daily Communication at Dar-el Hikmah Islamic Boarding School Pekanbaru. Pekanbaru : Unpunlished Thesis, 2003.

From the sentences, it can be said that students at State Senior high School (SMA N) I Kampar are hoped to be able to write in good writing. And the bad or good writing depends on the reader who read their product of writing.

Rubbin said the different success of school of second language learners suggest a need to examine in detail what successful strategies learners employ". Now, the writer said that writing skill could give many advantages in learning, particularly in language learning, so writing skill needs to be developed by the language learners since it is very beneficial for reinforcing their learning.

Fitri Yanti⁸, said based on the 1994 guidance of teaching program (GBPP) there are four techniques of writing:

1) Controlled writing

The students are required to complete the task based on the clue or what the teacher dictates.

2) Guided writing

3) There are no opportunities for the students to add more information or message.

4) Semi Guided writing

The students are supposed to write a short paragraph and the students have opportunities to add information of their own.

⁸ Fitriani, Desi. *Op.Cit.* P. 23

5) Free writing

The students are asked to write what they have in their mind, and the teacher just prepares some titles, then gives some information about the topic or the clues.

b. The Purpose of Writing

Writing is an instrument of both communication and self-expression states that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied. There is a single way of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variations of writing English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing.

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- 4) Writing helps us control our personal environment⁹.

⁹ Hughey. *Op.Cit.* P. 33

c. Aspects of Writing

In the process of teaching and learning EFL/ESL, writing is one of the four language skills. Thus, it is necessary to observe the students' writing performance since it is one of the communicative and productive language skills. Writing proficiency is categorized into the last of four language skills by linguists, as Paulston and Bruder said state writing is the last of the four language skills—of listening, speaking, reading, and writing. Though it seems more complete than that of other because there are many things to be deliberated, however, it does not mean that writing is the most difficult skill to be acquired by language learners. One thing that must be jotted down is that *writing proficiency* or composing skill is not merely the activity of writing down some words or sentences into the written language but also must be performed into well-organized performance of writing.

Furthermore, there should be three major aspects of writing that should be accurately deliberated by a writer in his/her writing or composition, such as: (1) correct language form, (2) mechanics of punctuation, and (3) organization of content. Furthermore, the attentions have to be directed on the correct language form of sentences and their punctuation, but students should be taught the rudimentarily principles of organizing composition. At the intermediate and advanced levels, on the other hand, the concentration should be directed on the organization and development of ideas, but in this stage, the students still need to work on sentence level of language skill.

In relation to the aspects of writing there are five aspects that should be directly involved in writing performance, namely:

- 1) Content: the substance of writing; the ideas expressed.
- 2) Form: the organization of content.
- 3) Grammar: the employment of grammatical forms and syntactic patterns.
- 4) Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- 5) Mechanics: the use of the graphic conventions of the language.

2. Ability

a. The Natural of ability

According to Nunan said the learners' purposes of writing, which transcend, are producing text from teacher¹⁰. However, the students' concerns and interests are acknowledge that can be developed rapidly through writing skill in which it can be practiced by forming words to be coherent sentence in a paragraph.

According to Geoffrey Chaucer in Hughey, Jane B. et. al the role of the teacher is a catalyst¹¹. The teacher not only disseminates answers but also explores questions with the students. The teacher raises issues which are explored and analyzed by both students and teachers. There are some roles before teaching writing : teacher of writing percieve their students as writers, sharing their own writing efforts and writing with their students, teachers of writing are flexible,

¹⁰ Nunan, David. *Second Language Teaching and Learning*. Hongkong : University. P. 88

¹¹ *Ibid.*

teachers of writing are sensitive and the last teacher is familiar with the variety of learning strategies employed to learn a second language.

Swannell said in Meltiawati Jar says ability is sufficient power or being able¹².

Ability has a big influence in teaching and learning process. To construct a good paragraph in writing, the students should have ability. If the students do not have ability in writing, they will have difficulties in writing. That is why the students should find the way to develop their ability. Brown stated that the characteristics of a good learner that have ability are :

- 1) Find the own way, taking charge of their learning
- 2) Use memories and other memory strategies to recall what has been learned.
- 3) Learn certain production of strategies to fill in gaps in their own ability.
- 4) Learn different styles of speech and writing and learn vary their language according to the formality of the situation¹³.

From the statement above, the writer concludes that ability can be developed by doing some strategies or activities. Students should be diligent to practice and review the material, especially about writing.

¹² Meltiawati Jar. The Correlation Between Students' Interest in The Topic of Composition and Their Writing Ability of the Second Year of Natural Science Students of MAN 2 Model Pekanbaru. Unpublished Thesis. 2009. P. 15

¹³ Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Fransisco : Addison Wesley Longman, Inc. 2000. P. 123

In concerning with their active participation, students-writers take responsibility for their own learning. Because the student and teacher are collaborators, partners in the task of learning to write, students do not passively wait to be taught how to write. They take the responsibility to learn to write. They do not rely solely on the teacher. They do not always wait for the teacher to explain the next procedure. Good learners, students who will successfull in developing their writing abilities, have a sense of adventure, a willingness to explore for themselves and move beyond the formalized learning setting in Louis T. Milic in Hughey, Jane B. et. al: ¹⁴.

Generally, in writing ability, we have to know the components of writing. There are five components of writing, they are:

1) Content

It means that the ability to think creatively and develop thought, including all irrelevant information.

2) Organization

Fluent expression, ideas clearly states, well organized, logically sequenced a cohesive. An essay is coherent if its paragraph is woven together of flow into each other. An essay, which has lack of unity or orderly movement will not be coherent, the readers can not move easily from one paragraph which is no relation to the first.

¹⁴ Hughey. *Op.Cit.* P. 50.

3) Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and its usage.

4) Language Use

Grammar or a language is description of speaking and writing habits of people who use it. In composition of paragraphs or texts, the knowledge is very important. Without them, the writers will not be able to use it. So, the readers may not catch the points of writer's message.

5) Mechanics

Essay writing is mechanically good if writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students. They should have a good feeling in everything which is interesting in a paragraph. Therefore, it is necessary for them to guide, and no control their ideas, which can be applied in teaching writing.

b. Students' Writing Ability

Louis T. Millic in Hughey said that good learners, students who will succeed in developing their writing abilities, have a sense of adventure, a willingness to explore for themselves and move beyond the formalized learning setting¹⁵.

¹⁵ *Ibid*

Writing is not simply a matter of menstranformasikan "language" into the certain symbols, but rather a process of thinking defines that writing is a process of thinking that is poured on paper in writing. This includes the process of thinking how ideas are generated, and focused on certain ideas that are relevant and interrelated. Further mentioned that writing requires a constant effort to think for a certain period of time. When we write three sentences or more, students have to arrange them in such a way that these sentences into a unified and coherent text.

The ability comes from the word according to afford a dictionary Indonesia is able to afford. So the ability is as skills a person to be able to complete a math. This means if someone skilled correctly solve a math problem then the person has ability to solve problems.

Writing is not simply a matter of transformation "language" into the certain symbols, but rather aprocess of thinking by Sitorus and Said: 1997:1¹⁶. Defines that writing is a process of thinking that is pouredon paper in writing. This includes the process of thinking how ideas are generated, and focused on certain ideasthat are relevant and interrelated. Further mentioned that writing requires aconstant effort to thinkfor acertain period of time. When write three sentences or more, we have to arrange them in such away that these sentences into a unified and coherent text.

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¹⁶ Sitorus and Said : Transformation of Language . P. 1

complete a math. This means if someone skilled correctly solve a math problem then the person has ability to solve problems.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience less pressure to "get it right the first time" and are more willing to experiment, explore, revise, and edit. Yet, novice writers need to practice “writing” or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and he like.

Furthermore, students need to “write in the language” through engaging in a variety of grammar practice activities of controlled nature. Finally, they need to begin to write within a framework “flexibility measures” that include :transformation exercises, sentence combining, expansion, embellishments, idea frames, and similar activities).

3. Factors Influence Students' Writing Ability

Many factors that influencing reading and writing ability, but the most important factors that influenced reading and writing ability is about an aptitude¹⁷.

Aptitude is inferred for relative levels of achievement. If individuals given comparable opportunities to acquire a skill differ in the case of acquiring it or in the level of proficiency attained, then it is inferred that differ in their aptitude for a particular work. Aptitude is more or less specific. An individual may have a high degree of aptitude for one line of work and not for certain others.

Student aptitude can be seen from the result of aptitude test. From the result test we can see aptitude test. The students who have language aptitude will influence an English reading and writing skill. They can learn easy in English learning process and finally get good mark. But, the student who don't have aptitude they will be difficult to receive language.

Students' writing ability is advice that helps them in assessing life events accurately. Besides the students' writing skills can be used as a tool to describe the events of the past usually taken for the better. Many factors can be defined as a lack of teachers to motivate the students so that they had difficulty in learning. And also unfavorable environmental conditions may affect the ability of students.

¹⁷ Alves, R. A., Castro, S. L., & Olive, T. Execution and Pauses in Writing Narratives: Processing Time, Cognitiv Effort and Typing Skill. *International Journal of Psychology*.doi:1080/00207590701403850, in press.

4. Efforts

a. The Student's Effort

Hornby stated that effort is trying hard, use of strength and energy to do something. From this meaning, we can conclude that the effort means not only trying to do something, but also using all strength or energy¹⁸. Therefore, students get the better one. Sidney defines; the effort is the voluntary exertion of mental and physical power in order to accomplish something. Actually every student has ability of intellect, ability of physics, family background, habit, and the different ways of studying for every student. According to Sykes quoted by Ainun effort is strenuous exertion; vigorous attempt; force exerted; special activity; something accomplished involving concentration or special activity¹⁹. Furthermore, Longman said that effort is 1) the use of physical strength or power of the mind: trying hard with mind or body, 2) an attempt using all one's power, 3) something made or done as the result of trying²⁰.

From the definition of the terms above, writer has written that the effort is defined as trying hard; using the strength and energy to do something. Every student must have effort to do something, so the effort is done in order to improve students' writing ability.

¹⁸ Hughey. *Op.Cit.* P. 277

¹⁹ Ainun. The students' efforts in mastering adverb of manner at English sentence formation at the second year of MTs Muhammadiyah Sungai Apit. Pekanbaru : Unpublished Thesis. 2004. P. 7

²⁰ Richards, Jack C, *Op.Cit.* P. 326

Moreover, there is also having several meaning got from internet. Based on Wordnet 3.0, by Princeton University, there are several definitions of effort they are:

- 1) Earnest and conscientious activity intended to do or accomplish something
- 2) Use of physical or mental energy; hard work
- 3) A notable achievement
- 4) A series of actions advancing a principle tending toward a particular end

In addition, there are also some definitions effort, they are:

- 1) Exertion of physical or mental power
- 2) An earnest or strenuous attempt
- 3) Achievement, as in literature or art
- 4) The amount of exertion expended for a specific purposes
- 5) Mechanics, The force or energy that is applied to machine for the accomplishment of useful work

Based on the explanation above the effort can be explained into many meaning. And also the effort can be used in learning English especially in writing, so effort is a hard work by using energy and special activity to do something.

Hughey, Jane B. et. al discuss the students as writer can foster their understanding and mastery of writing process by using:

- 1) Monitor their own progress in writing
- 2) Discover writing principles, they have already mastered and which they have yet mastered

- 3) Recognize their particular writing of strengths and weakness
- 4) Formulate their own learning goals
- 5) Focus on their learning efforts
- 6) Learn the principles o writing and their importance to the effective writing
- 7) Evaluate their own writing and that of others²¹.

The effort is also influenced by motivation; it is extent to which you make choices (a) goal to pursue and (b) the effort you will devote to pursuit states that there are two kinds of motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation as quoted by H Douglas Brown in Teaching by principles is that: Motivate intrinsically are ones for which there is apparent reward except the activity it self. People seem engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviors are aimed bringing about certain internally rewarding consequences, namely, feeling of competence and self determination²².

From statement above, we can conclude that intrinsic motivation is the keenness or desire to learn English for its own sake. On the other hand, the motivation that comes from the students them selves, because the students have the basic physical thing to achieve “self actualization” and conquer the challenging situation.

While, extrinsic motivation is carried out in anticipation or a reward from out side and beyond the self or the motivation is caused by external factors such

²¹ Hughey. *Op.Cit.* P. 148

²² Brown, H. Douglas. *Op.Cit.* P. 34

as a desire to be assimilated into the culture of the speakers of English, getting a better job, so the motivation is an important factor in making efforts and something.

One strategy used by the students is practice, or the conscious effort of students to increase their exposure to the language. Stern classifies two areas of practice, formal and functional. Formal practice includes those activities of students that engage to increase their knowledge of the language code. Students who study from the grammar text to complement class practice. Functional practice involves the increase of exposure to the language in “real-life communication setting.

In order that the students successfully develop their writing, they need to know how they are progressing. Students learn from their success and mistakes. Then, they require, then, frequent and selective assessment from their teacher. Students need clearly defined objectives and the students need to know:

- 1) What they are writing about (a subject)
- 2) What they are writing to (an audience)
- 3) What they are writing (a purpose)

With each assignment, students will be more able to successfully accomplish their goals if they have writing context.²³

²³ Hughey, *Op.Cit.* P . 45

b. Students' Effort in Writing Ability

Writing is not simply a matter of transformation "language" into the certain symbols, but rather a process of thinking defines that writing is a process of thinking that is poured on paper in writing. This includes the process of thinking how ideas are generated, and focused on certain ideas that are relevant and interrelated. Further mentioned that writing requires a constant effort to think for a certain period of time. When the students write three sentences or more, the students have to arrange them in such a way that these sentences into a unified and coherent text.

The ability comes from the word according to afford a dictionary Indonesia is able to afford. So the ability is as skills a person to be able to complete a math. This means if someone skilled correctly solve a math problem then the person has ability to solve problems.

Effort usually refers to whether a student tries hard, asks for help, and/or participates in class. Studies of student effort suggest that the more difficult a task appears—in the sense of the task's difficulty and the likelihood that the student can complete it successfully—the less likely it is that the student will be motivated to take the task on. On the other hand, studies of student effort also suggest that effort is associated with the possibility of doing well on a task. Thus, students might be expected to figure out what they need to study, study it, and be successful—if they have the ability to do the assigned task, confidence in this ability, and no anxiety about the task.

Whether students exert effort or not is typically described as a choice or decision that is made by the student about whether success is possible. Students' expectancy value is influenced by their previous success, their perceptions about teachers' beliefs and practices, their goals, and by their self-concept. Students' beliefs about both their own abilities, and about the relation between ability and effort, influence the likelihood that they will exert effort. As Carol Dweck pointed out, students' beliefs develop over time in conjunction with experience. She also notes that students are increasingly influenced by the feedback they receive, meaning that some change in students' beliefs and motivation is possible.

All learning and development requires an investment of time and effort by the student. Time is a frequency dimension. Effort is a quality dimension in the sense that some kinds of effort are potentially more educative than others. The relevant experience are ones that stem from events and conditions and facilities which the college makes possible, and which are intended to facilitate student learning and development.²⁴

The most salient of these events and experiences are clustered around a number of fairly common behavior settings. A behavior setting is a place, a physical setting, in which certain types of activity typically occur.

²⁴ C.Robert Pace; *Achievement and the Quality of Students' Effort*, Los Angeles : University of California.

B. Relevant Research

As a matter of fact, there are may be many researchers regarding with the analysis of students' efforts and their writing ability. One of the researches is by Sesriani an analysis about students' efforts in improving their writing skill at the sixth semester of English study program of language and art department of Islamic university of Riau (UIR)²⁵. This research just descriptive form, the writer takes 57 students as a sample and the total number of population 100 students. It can be seen around 61, 33% of students find in writing.

other researchers has been done by Wilda in a thesis, the research is about the correlation between students' motivation in learning writing and their writing ability at the first year of English study program of FKIP of Islamic university of Riau²⁶. In this research, she said there is significant correlation between students' motivation in learning writing and their writing ability at the first year of Islamic university of Riau.

After seeing these relevant researches, there is relationship between researches between researches before by Sesriani. She is analyzing about students' efforts in improving their writing skill, the relevance can be seen from one of the difficulties experienced by the students that refers to students' efforts and their writing ability. So the writer is interested to conducting s research on students' efforts in writing, and the other research by Wilda, did research about the correlation

²⁵ Sesriani, Students' Efforts in Improving Their Writing Skill at the Sixth Semester of English Study Program of Language and Art Department of Islamic University of Riau. Pekanbaru : Unpublished Thesis. 2005

²⁶ Wilda, the Correlation between Students' motivation in Learning Writing and Their Writing Ability at the First Year of English Study Program of FKIP of Islamic University of Riau. Unpublished Thesis. 2005.

between students' motivation in learning and their writing ability. The researchers above has significant relevant with this thesis, because students' effort (Sesriani) and the students motivation (Wilda) has good correlation in students' ability in writing.

C. Operational Concept

The operational concept is a concept used to give an explanation about theoretical framework and avoid misunderstanding and misinterpretation in scientific study because a concept is still operated in an abstract from this research plan to be measured. Syafi'i said operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. Therefore, the operational concept of this research is a correlation of students' efforts in writing and their writing ability²⁷.

Whether students exert effort or not is typically described as a choice or decision that is made by the student about whether success is possible. Students' expectancy value is influenced by their previous success, their perceptions about teachers' beliefs and practices, their goals, and by their self-concept. Students' beliefs about both their own abilities, and about the relation between ability and effort, influence the likelihood that they will exert effort. As Carol Dweck points out, students' beliefs develop over time in conjunction with experience. She also notes that students are increasingly influenced by the feedback they receive, meaning that some change in students' beliefs and motivation is possible.

²⁷ M Syafi'i S. *Opcit.* P. 122

There are two variables in this study, students' efforts in writing is as variable X and Their Writing Ability is as variable Y. X is independent variable and Y is dependent variable.

1. Variable X

Deborah Stipek's research, for example, suggests that students are engaged and learning takes place when teachers promote effort in the classroom by emphasizing participation, setting high expectations, and encouraging students to support each other as learners²⁸. If students have a clear understanding of the goals of the tasks they are assigned, they also might be expected to be better able to effectively regulate the possibility of their success. In fact, students who have a sense of efficacy, who both value and experience feelings of enjoyment for the task, can also be expected to expend effort to master the task.

Students' students' efforts in writing by the following indicators:

- a. The students plan to study writing every day
- b. The students are motivated to produce correct sentence
- c. The students read many resources before writing their ideas in English
- d. The students ask their friends to correct their writing
- e. The students work together with their friends to their writing
- f. The students do free writing to express their ideas
- g. The students do the exercises about writing
- h. The students ask their teacher if they have get confused to express their ideas in writing

²⁸ Stipek, Deborah. Students Engaged and Learning.

- i. The students prepare themselves and concentrate on attending writing class

2. Variable Y

The students' writing ability is assessed by indicators:

- a. The students are able to use verb
- b. The students are able to use noun
- c. The students are able to write
- d. The students are able to use correct sentence
- e. The students are able to use correct simple past tense
- f. The students are able to use correct simple present

D. The Assumption & Hypothesis

The assumption of this study is as follows:

1. The frequency of students' efforts and their writing ability are various among the students.
2. The ability of the students will be good, if they have good efforts.

The hypothesis of this study is as follows:

1. Ha: There is a significant correlation between students' efforts and their writing ability at the first year of SMA N 1 Kampar Timur.
2. Ho: There is no significant correlation between students' efforts and their writing ability at the first year of SMA N 1 Kampar Timur.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

This chapter discusses about data presentation dealing with data that have been obtained from observation. These data describe about students' efforts in writing and the students' writing ability.

1. Data Presentation of the Students' Efforts to Write in English

In this data presentation, the writer presents the data of instruments used in observation. It has been noticed that the aim of this research is to find out the correlation between students' efforts in writing and students' writing ability.

The purpose of this research is to know how the students' efforts and their writing ability at the first year of SMA N 1 Kampar Timur and to get the information about student's efforts in writing. Therefore, in this research, the writer utilized questionnaire and students' writing test used in the technique of data collection, which had been collected from the first year of SMAN 1 Kampar Timur. There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y).

The measurements of the indicators were based on the students' interest in writing code by using the Likert scale (always, often, sometimes, seldom and never) Bruce W Tuckman, in Dewi Suyanti¹. Independent variable referred to

¹ Dewi Suyanti., *Op.cit.* P. 33

students' efforts in writing was investigated by using questionnaire, there were 20 items given to the students.

This research was used to obtain the correlation between two variables namely: the students' efforts in writing as the independent variable (X) and the students' ability in writing as the dependent variable (Y).

The high correlation between variables was stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 .

2. The Analysis of Data

This research is used to obtain the correlation between two variables namely: the students' efforts as the independent variable (X) and the students' writing ability as the dependent variable (Y).

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of

correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 16.00 explained on the following.

Sampel	Students Effort										TOTAL
	1	2	3	4	5	6	7	8	9	10	(Y)
1	4	4	5	5	5	5	5	3	4	4	44
2		4	4	4	3	4	4	4	4	3	34
3	5	4	4	4	4	5	4	4	4	4	42
4	4	4	4	4	4	4	4	4	4	4	40
5	4	4	3	4	4	4	4	3	4	4	38
6	4	5	4	5	4	4	5	4	5	4	44
7	4	4	4	4	4	4	4	4	4	4	40
8	3	4	3	3	3	3	4	3	3	3	32
9	4	4	4	3	4	4	4	4	3	4	38
10	4	4	4	5	4	4	4	4	5	4	42
11	3	3	3	3	3	3	3	3	3	3	30
12	3	4	4	3	4	3	4	4	3	4	36
13	4	4	3	3	4	4	4	3	3	4	36
14	4	5	4	4	4	4	5	4	4	4	42
15	3	3	3	4	3	3	3	3	4	3	32
16	4	5	4	4	4	4	5	4	4	4	42
17	3	4	3	3	3	3	4	3	3	3	32
18	5	4	4	4	4	5	4	4	4	4	42
19	3	3	3	4	3	3	3	3	4	3	32
20	4	4	4	4	3	4	4	4	4	3	38
										Min	30
										Max	44
										Average	37.8
										Modus	42

TABLE IV.2

Variable Y

Sampel	Writing Ability										Total
	1	2	3	4	5	6	7	8	9	10	X
1	3	4	3	4	3	3	4	3	4	3	34
2	4	5	5	5	4	4	5	5	5	4	46
3	4	4	3	4	3	4	4	3	4	3	36
4	3	4	4	4	3	3	4	4	4	3	36
5	4	4	4	4	4	4	4	4	4	4	40
6	5	4	4	4	5	5	4	4	4	5	44
7	5	4	5	5	4	5	4	5	5	4	46
8	5	4	4	4	4	5	4	4	4	4	42
9	4	4	4	4	4	4	4	4	4	4	40
10	4	5	4	4	4	4	5	4	4	4	42
11	5	5	5	4	4	5	5	5	4	4	46
12	4	4	4	4	3	4	4	4	4	3	38
13	3	4	4	4	4	3	4	4	4	4	38
14	4	4	5	4	4	4	4	5	4	4	42
15	3	4	4	4	3	3	4	4	4	3	36
16	4	4	4	4	4	4	4	4	4	4	40
17	3	4	4	4	3	3	4	4	4	3	36
18	3	4	3	3	4	3	4	3	3	4	34
19	4	4	4	4	4	4	4	4	4	4	40
20	4	5	4	4	4	4	5	4	4	4	42
										Min	34
										Max	46
										Average	39.9
										Modus	46

On the validity and reliability test, the samples used by 20 respondents. To determine the value of r table used $df = \text{number of cases} - 2$, which means that $df = 20 - 2 = 18$ at the 5% significance level, it can be the number 0.223 (r table to one side). Alpha value is used as a general indicator using boundary 0.5. To determine the relationship between two variables based on the value of r (correlation coefficient) can be seen in the table below:

TABLE IV.3
Test of validity

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1	75.95	67.208	.618	.869
2	75.70	68.642	.741	.866
3	76.00	70.947	.355	.879
4	76.05	72.682	.464	.875
5	76.00	68.316	.613	.869
6	75.80	68.589	.592	.870
7	75.80	69.537	.723	.868
8	75.70	68.642	.741	.866
9	76.00	72.737	.290	.880
10	75.90	69.884	.453	.875
11	76.10	69.463	.595	.870
12	75.80	68.589	.592	.870
13	76.10	67.989	.654	.868
14	76.25	68.408	.402	.880
15	75.75	69.566	.684	.868
16	75.60	74.358	.303	.879
17	75.90	73.042	.331	.878
18	75.75	74.197	.201	.883
19	76.10	74.305	.240	.881
20	75.85	73.818	.336	.878

TABLE IV.4**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
79.90	77.674	8.813	20

Sumber : hasil penelitian, (2012) (data diolah)

From Table 2 it can be seen that the value of r results Item Corrected item-total correlation value is greater than the value of r table is 0.234. It can be concluded that all items questions for students effort variables are already qualified to be valid.

b. Test Normality and Reliability

Normality test aims to test whether the residual value is normally distributed or not that can be done through non-statistical tests parametrik one sampele kolmogrov-smirnov.

TABLE IV.5
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Students effort	Writing Ability
N		39	20
Normal Parameters ^{a,b}	Mean	39.85	37.60
	Std. Deviation	3.849	4.235
Most Extreme Differences	Absolute	.149	.157
	Positive	.149	.157
	Negative	-.106	-.151
Kolmogorov-Smirnov Z		.929	.702
Asymp. Sig. (2-tailed)		.353	.708

a. Test distribution is Normal.

b. Calculated from data.

Nugroho explained that the basis for decision-smirnov kolmogrov the value on column values Asymp. Sig greater than the level of significant (= 0.05 then there is impaired normal distribution. Through Table 3 shows that the value of Asymp sig. (2-tail) variable X at 0.353, 0.708 and Y over significant value (0.05).

TABLE IV.6
Normality Test

Case Processing Summary		
		N
		%
Cases	Valid	20
	Excluded ^a	0
	Total	20
		100.0

a. Listwise deletion based on all variables in the procedure.

TABLE IV.7
Normality Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.851	20

c. Test of Hypothesis

1) Students' efforts in writing

The data of students' effort in writing of the first year students of SMA N

1 Kampar Timur can be seen in the following table :

TABLE IV.8
Students' Efforts in writing Based on SPSS

Statistics		Student Effort	Writing ability
N	Valid	39	20
	Missing	191	210
Mean		39.85	37.60
Median		40.00	38.00
Mode		36 ^a	42
Std. Deviation		3.849	4.235
Variance		14.818	17.937
Skewness		.161	-.337
Std. Error of Skewness		.378	.512
Range		12	14
Minimum		34	30
Maximum		46	44
Sum		1554	752
Percentiles	25	36.00	33.00
	50	40.00	38.00
	75	42.00	42.00

a. Multiple modes exist. The smallest value is shown

Based on the table, writer can interpret that Mean score of students' efforts is 39.85, Median 40.00, Mode 36, standard deviation 38.49, variance 14.818, range 12, Minimum 34, maximum 46, and summation 1554. And writer can interpret that Mean score of writing ability is 37.60, Median 38.00, Mode 42,

standard deviation 42.35, variance 17.937, range 14, Minimum 30, maximum 44, and summation 752.

2) Descriptive Statistics of Students' efforts and Their writing ability

The data were analyzed by using correlation. The following tables presented the data of two variables (X and Y) with 20 respondents of this study. It was analyzed by using SPSS software version 16.00.

TABLE IV.9

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Student Effort	39	39.85	.616	3.849
Writing ability	20	37.60	.947	4.235
Valid N (listwise)	20			

To know the data about correlation between students' efforts in writing and their writing ability of the first year students of SMA N 1 Kampar Timur can be seen in the following table:

TABLE IV.10
Correlations of Students' Efforts in writing
and Students' Writing ability

Correlations		Student Effort	Writing ability
Student Effort	Pearson Correlation	1	.062
	Sig. (2-tailed)		.796
	N	20	20
Writing ability	Pearson Correlation	.062	1
	Sig. (2-tailed)	.796	
	N	20	20

From the table 7 above, the variable of correlation coefficient of the students' efforts in writing and their writing ability is 0.796, sig. (2-tailed) = 0,687 the interpretation is as follows:

1. The score of correlation coefficient $0.796 > 0,468$ in significant standard 5% and 0.796 in a significant standard 1% (see table product moment). It means that H_a is received which indicates that there is a significant a correlation between students' efforts in writing and their writing ability at the first year of SMA N 1 kampar Timur.
2. The probability of score or sig. (2- tailed) is $0.023 < 0.05$. It means that H_a is rejected. In other words, there is low correlation between students' efforts and their writing ability at the first year of SMA N 1 kampar timur.

3. The outputs above show that there is a sign means that there is high correlation between students' efforts and their writing ability at the first year of SMA N 1 kampar timur.

Direction of correlation between two variables is positive. It means that the higher the students' efforts will cause the higher too toward in writing ability is at first year of SMA N 1 kampar timur. On the contrary, the lower students' efforts will cause the lower too toward in their writing ability is at the first year of SMA N 1 kampar timur.

D. The Hypothesis Examination

The Pearson correlation level is 0.796. Therefore, it is a high correlation. And since the value is positive, it can be called a positive correlation where the two variables are parallel because if we compared to r_t it is found that $r_{xy} = 0.796$. Although each Significant Standard for 5% is 0.468 and 1% is 0.590 respectively, it can be formulated:

If $r_o > r_t$ so, H_a is accepted and H_o rejected

If $r_o < r_t$ so, H_o is accepted and H_a rejected

$r_{xy} = 0.796$ is higher than r_t (5% is 0.468, 1% 0.590.), it means there is high correlation between the two variables. Consequently, the alternative hypothesis (H_a is accepted). It indicates that there is high correlation between students' efforts and writing ability at the second year of SMA N 1 Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of doing this research is to know there is a correlation between students' efforts and their writing ability in writing subject at the first year of state senior high school (SMAN) I Kampar Timur district Kampar Regency.

The research has two variables. Variable X is an independent variable; the students' efforts in writing and variable Y is a dependent variable; the students' ability in writing.

A. Conclusion

Regarding the formulation of the problem in this paper, the conclusion can be summarized in the following ones:

1. Using the student effort to improve writing skills English language students in the first year in the country SMA N 1 Kampar. The Pearson correlation level is 0.796. Therefore, it is correlation. And since the value is positive, it can be called a positive correlation where the two variables are parallel.
2. The probability of score or sig. (2- tailed) is $0.023 < 0.05$. It means that H_a is rejected. In other words, there is low correlation between students' efforts and their writing ability at the first year of SMA N 1 kampar timur.
3. $r_{xy} = 0,796$ is bigger than r_t (5% is 0.468, 1% 0.590.), it means, there is correlation between two variables. Consequently, the alternative

hypothesis (H_a is received). It indicates that there is correlation between students' efforts and students' writing ability at the second year of SMA N 1 Kampar.

B. Suggestions

Based on the result of the research, the writer finds that both of the variables are in the average level. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their interest in writing a paragraph, their comprehension ability in writing increases. In order to reach this, the writer would like to give some suggestions as follows:

1. The students should be more active among their friends and the teacher in the class discusses the materials related to grammatical structure and writing.
2. Students should increase their vocabulary since it plays an important role in increasing the writing ability.
3. The writer suggests that the English teacher of SMA N 1 Kampar should pay attention to this case. Then, the teacher should teach more about writing by using techniques in order to motivate the students.
4. The English teacher should give more exercises to the students about writing.

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